








































★ = New Standard    ☯ = Continued Focus    ► = Fading Focus

AAS 2011 kag:mh

<p>5.NF.3 - Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p><b>Learning Target:</b> I can interpret a fraction as division of the numerator by the denominator. I can use my strategies to solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.</p>	<div>★</div> <div>▶</div> <div>2</div>	<table><tr><th colspan="2">Recommended Assessments</th></tr><tr><th colspan="2">Unit 4</th></tr><tr><td>FA Opportunity</td><td>4.NF.1</td></tr><tr><td>FA Opportunity</td><td>4.NF.2</td></tr><tr><td>FA Opportunity</td><td>5.NF.1</td></tr><tr><td>FA Opportunity</td><td>5.NF.2</td></tr><tr><td>Unit 4: 4A.7</td><td>5.NF.4a</td></tr><tr><td>FA Opportunity</td><td>5.NF.4b</td></tr><tr><td>FA Opportunity</td><td>5.NF.5a</td></tr><tr><td>FA Opportunity</td><td>5.NF.5b</td></tr><tr><td>FA Opportunity</td><td>5.NF.6</td></tr><tr><td>Unit 4: 4A.10</td><td>5.NF.7a</td></tr><tr><td></td><td>5.NF.7b</td></tr><tr><td>FA Opportunity</td><td>5.NF.7c</td></tr><tr><td>End-Of-Unit Assessment: Questions 3 &amp; 4 Only</td><td>4.NF.1</td></tr><tr><td></td><td>5.NF.1</td></tr></table>	Recommended Assessments		Unit 4		FA Opportunity	4.NF.1	FA Opportunity	4.NF.2	FA Opportunity	5.NF.1	FA Opportunity	5.NF.2	Unit 4: 4A.7	5.NF.4a	FA Opportunity	5.NF.4b	FA Opportunity	5.NF.5a	FA Opportunity	5.NF.5b	FA Opportunity	5.NF.6	Unit 4: 4A.10	5.NF.7a		5.NF.7b	FA Opportunity	5.NF.7c	End-Of-Unit Assessment: Questions 3 & 4 Only	4.NF.1		5.NF.1	<p>KCAS Note 5.NF -5.OA.1 can be addressed through this standard by the placement of parentheses, brackets, and braces when writing equations to represent problems.</p> <p>KCAS Note 5.NF.4b- Rectangular areas such as:</p> <div><div><div>3</div><div>4</div><div><div></div><div></div><div></div><div></div></div></div><div><div></div><div>= 1</div></div></div>
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<div><div>★</div><div>▶</div><div>2</div></div> <p>5.NF.4 Apply and extend previous understanding of multiplication to multiply a fraction or whole number by a fraction.</p> <p><b>Learning Target:</b> I can compare the size of the product of two fractions to the product of two other fractions based upon the size of the unit fraction. I can use a visual model to represent a fraction multiplied by another number. a. I can create a story context for a situation involving a fraction multiplied by another number. b. I can use my strategies to represent fraction products as rectangular areas.</p>	<div>★</div> <div>▶</div> <div>2</div>		<p>KCAS Note 5.NF.3-Strategies must include using visual fraction models and equations to represent problems.</p>																																
<div><div>★</div><div>▶</div><div>2</div></div> <p>5.NF.5 - Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p><b>Learning Target:</b> a. I can compare the product to one factor based on the size of the other factor without multiplying the factors. b. I can multiply a whole number by a fraction and compare the size of the product to the original whole number.</p>	<div>★</div> <div>▶</div> <div>2</div>		<p>KCAS Note 5NF.5b: Students need to be able to explain why:</p> <div><div><div><math>2 \times 3/2 = 3</math></div><div><math>2 \times 1/2 = 1</math></div><div><math>2 \times 2/2 = 2</math></div></div></div>																																
<div><div>★</div><div>▶</div><div>2</div></div> <p>5.NF.6 - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>Learning Target:</b> I can use my strategies to solve real world problems involving multiplication of fractions and mixed numbers.</p>	<div>★</div> <div>▶</div> <div>2</div>																																		

<div><div></div><div>5.NF.7 –Apply and extend previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</div></div> <div><div>Learning Target:</div><div><div></div>a. I can divide a unit fraction by a non-zero whole number using a visual model and relate it as the inverse of multiplication.</div><div><div></div>b. I can divide a whole number by a unit fraction using a visual model and relate it as the inverse of multiplication.</div><div><div></div>c. I can solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.</div></div>	<div>★</div> <div>▶</div> <div>1</div>	<table><tr><th colspan="2">Unit 6</th></tr><tr><td>FA Opportunity</td><td>5.NBT.1</td></tr><tr><td>FA Opportunity</td><td>5.NBT.2</td></tr><tr><td>FA Opportunity</td><td>5.NBT.3a</td></tr><tr><td>FA Opportunity</td><td>5.NBT.3b</td></tr><tr><td>FA Opportunity</td><td>5.NBT.4</td></tr><tr><td>Unit 6 3A.7</td><td>5.NBT.7</td></tr><tr><td>FA Opportunity</td><td>5.NF.3</td></tr><tr><td>FA Opportunity</td><td>5.MD.1</td></tr><tr><td rowspan="3">End-Of-Unit Assessment</td><td>5.NBT.3a</td></tr><tr><td>5.NBT.3b</td></tr><tr><td>5.NBT.7</td></tr></table>	Unit 6		FA Opportunity	5.NBT.1 	FA Opportunity	5.NBT.2	FA Opportunity	5.NBT.3a 	FA Opportunity	5.NBT.3b 	FA Opportunity	5.NBT.4	Unit 6 3A.7	5.NBT.7 	FA Opportunity	5.NF.3 	FA Opportunity	5.MD.1	End-Of-Unit Assessment	5.NBT.3a 	5.NBT.3b 	5.NBT.7 	
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<div><div></div><div>5.NBT.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</div></div> <div><div>Learning Target:</div><div><div></div>I can explain how the value of a digit in a multi-digit number relates to the value of the digits around it.</div></div>	<div>▶</div> <div>1</div>																								
<div>5.NBT.2 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</div> <div><div>Learning Target:</div><div>I can explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</div></div>	<div>🌀</div> <div>1</div>																								
<div><div></div><div>5.NBT.3 – Read, write and compare decimals to thousandths .</div></div> <div><div>Learning Target:</div><div><div></div>a. I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</div><div><div></div>b. I can compare two decimals to thousandths based on the digits in each place using &gt;, =, and &lt;.</div></div>	<div>★</div> <div>▶</div> <div>1</div>																								
<div>5.NBT.4 - Use place value understanding to round decimals to any place.</div> <div><div>Learning Target:</div><div>I can use place value understanding to round decimals to any place.</div></div>	<div>★</div> <div>▶</div> <div>1</div>																								
<div><div></div><div>5.NBT.7 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</div></div>	<div>★</div> <div>▶</div> <div>1</div>		<div>KCAS Note 5.NBT.7: Student strategies are concrete models or drawings and strategies based on place value and the properties of operations.</div>																						

<b>Learning Target:</b>  I can add decimals to hundredths using my strategies.  I can subtract decimals to hundredths using my strategies.  I can multiply decimals to hundredths using my strategies.  I can divide decimals to hundredths using my strategies.  I can relate the strategies I use to add, subtract, multiply, and divide decimals to hundredths to a written method and explain my reasoning.			
<b>5.MD.1 - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.</b>  <b>Learning Target:</b> I can convert among different-sized standard measurement units within the same system and solve multi-step real world problems.	<div>★</div> <div>1</div>		<b>KCAS Note 5.MD.1:</b> Standard measurement units refer to both U.S. Customary and the Metric System.